



End-point assessment plan for Assistant Puppet Maker apprenticeship standard

Apprenticeship standard reference number	Level of this end point assessment (EPA)	Integrated
ST0476	3	N/A

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Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Assistant Puppet Maker apprenticeship standard. It is for end-point assessment organisations (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to Assistant Puppet Maker apprentices, their employers and training providers.

Full time apprentices will typically spend 18 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices will spend a minimum of 12 months on-programme.

The EPA period should only start, and the EPA be arranged, once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an EPAO.

All pre-requisites for EPA assessment methods must also be complete and available for the assessor as necessary.

For level 3 apprenticeships and above apprentices without English and mathematics at level 2 must achieve level 2 prior to taking their EPA.

The EPA must be completed within an EPA period lasting a maximum of 3 month(s), beginning when the apprentice has passed the EPA gateway.

The EPA consists of 2 discrete assessment methods.

The individual assessment methods will have the following grades:

Assessment method 1: Project and Presentation

- Fail
- Pass
- Distinction

Assessment method 2: Professional Discussion underpinned by a portfolio

- Fail
- Pass
- Distinction

Performance in the EPA will determine the overall apprenticeship standard and grade of:

- Fail
- Pass
- Distinction

EPA summary table

On-programme (typically 18 months)	Training to develop the occupational standard's knowledge, skills and behaviours.
End-point Assessment Gateway	<ul style="list-style-type: none"> • Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard. • English/mathematics Level 2 <p>Apprentices must complete:</p> <ul style="list-style-type: none"> • a portfolio of evidence collated whilst on-programme which must be used to inform the professional discussion. The conditions and defining factors of the portfolio are outlined below.
End Point Assessment (typically 3 months)	<p>Assessment Method 1: Project and Presentation containing a Project (Puppet & Report) and Presentation</p> <p>With the following grades:</p> <ul style="list-style-type: none"> · Fail · Pass · Distinction <p>Assessment Method 2: Professional Discussion underpinned by a portfolio</p> <p>With the following grades:</p> <ul style="list-style-type: none"> · Fail · Pass · Distinction <p>Overall EPA/apprenticeship</p> <p>With the following grades:</p> <ul style="list-style-type: none"> · Fail · Pass · Distinction

Length of end-point assessment period:

The EPA must be completed within an EPA period lasting typically for 3 month(s), beginning when the apprentice has passed the EPA gateway.

Any supporting material required for the EPA should be submitted no later than 1 week after the start of the EPA period.

If an EPA assessment method is failed, it should be resat or retaken within the EPA period and in-line with the requirements set out in this assessment plan.

Order of assessment methods

The assessment methods can be delivered in either order.

Gateway

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

In addition to the employer's confirmation that the apprentice is working at or above the level in the occupational standard, the apprentice must have completed the following gateway requirements prior to beginning EPA:

- English and mathematics at level 2.
For those with an education, health and care plan or a legacy statement, the apprenticeship's English and maths minimum requirement is Entry Level 3. A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BSL.

For the Project and Presentation:

- no specific requirements

For the Professional Discussion, the apprentice will be required to submit:

- A supporting portfolio of work collated on-programme.
- There must be at least one piece of evidence relating to each knowledge, skill and behaviour mapped to the professional discussion. One piece of evidence can be referenced against more than one knowledge, skill or behavioural requirement. It is expected that there will typically be a minimum of 7 pieces and a maximum of 12 pieces of evidence. A single piece of evidence may include multiple examples of work.
- The portfolio should contain written accounts of activities that have been completed and referenced against the knowledge, skills and behaviours, supported by appropriate evidence, including photographic evidence and work products, such work instructions, safety documentation, company policies and procedures as appropriate to the activities. Progress review documentation, witness testimonies, and feedback from colleagues and/or clients may also be included. The apprentice's Manager/Mentor will typically support the development of the portfolio in accordance with company policy and procedures, although the assessment organisation will provide further guidance on the content.
- Evidence included in the portfolio can be written or recorded using an audio or audio-visual device. Written evidence should be no more than 1000 words each and should be verified as having been written by the apprentice by the apprentice's line manager or a relevant supporting member of staff. All photographic or visual evidence, including video/film, will only be accepted as valid evidence with an accompanying audio or written description outlining the knowledge/skills being applied. Reflective accounts must not be included as evidence.

Assessment methods

Assessment Method 1: Project and Presentation (This Method has 2 components.)

Method 1 Component 1: Project

Overview

The project is compiled after the apprentice has gone through the Gateway process.

The work-based project should be designed to ensure that the apprentice's work meets the needs of the business, is relevant to their role and allows the relevant KSBs to be demonstrated for the EPA. Therefore a project brief containing the project's subject and scope will be agreed between the employer and the EPAO. The employer will ensure it has a real business application and the EPAO will ensure it meets the requirements of the EPA (including suitable coverage of the KSBs assignment to this assessment method).

The EPAO should provide and sign-off the project brief to confirm its suitability prior to the project commencing, at Gateway.

The rationale for this assessment method is:

The assistant puppet-making occupation works on a project-by-project basis, working within set timeframes to agreed deadlines. Therefore this is the most realistic reflection of the ways in which the assistant puppet maker is expected to work.

Delivery

Apprentices will conduct a project in the form of a practical work-based project.

The project is compiled after the apprentice has gone through the Gateway process. The apprentice will conduct their project and submit it to the EPAO within 4 weeks of the EPA Gateway.

The employer will ensure the apprentice has sufficient time and the necessary resources, within this period, to plan and undertake the project.

Whilst completing the project, the apprentice should be subject to the supervision arrangements outlined below:

The apprentice will be expected to undertake work on the project under supervision of their employer during normal working hours, but will be required to do so without direct contributions being made to the work by anyone else.

The project should contain two elements:

- a fully-produced puppet, or prototype/maquette, that directly responds to the project brief.
- a report that articulates the performance and functionality considerations for the type of puppet built and the context within which it will be used, as well as records the working process for the entire project duration in written and visual form.

The project must be based on:

- A practical work-based task as required by the employer

The project brief must require the apprentice to:

- complete a technical design of the puppet they intend to make in line with the Employer's recognised standards of design
- design and manufacture a puppet (or prototype/maquette where a full scale puppet isn't practical) appropriate to the type of puppetry and context within which the puppet will be used and within the agreed budget, determined by the EPAO and employer at the start of the project
- use materials supplied by the employer, agreed as suitable for the individual type of puppet being made, set at the start of the project.
- include at least 3 distinct design and manufacturing elements in their puppet
- write a report that:
 - articulates the performance and functionality considerations for the type of puppet and context within which it will be used in 800 words +/- 10%.
 - includes a record of the working process for the entire project duration in written and visual form. The record should contain a maximum of 2000 words and no less than 1000 and a maximum of 25 images and no less than 10. Visual records may consist of illustrations, photographs and/or video imaging. Where video imaging is used, no more than 20 minutes of footage should be submitted.
 - maps, in an appendix, how it evidences the relevant KSBs for this assessment method. (Appendices are not included in the word counts above).

When the project is submitted, the employer and the apprentice should verify the submitted work is that of the apprentice.

Required supporting material

EPAOs will produce the project brief and the following material to support this assessment method:

- Outline of the assessment method's requirements
- Marking materials

Method 1 Component 2: Presentation

Overview

Apprentices will prepare and deliver a presentation that appropriately covers the KSBs assigned to this method of assessment.

The presentation will be based on the project and associated project brief and will cover:

- an introduction
- a project methodology, including scale, materials, cost and time-frame
- issues encountered and how they were overcome, including how the apprentice worked as part of a team
- the project outcome including technical function of the puppet.

The presentation will be completed and submitted after the gateway and after submission of the project and will be presented to an independent assessor, either face-to-face or via online video conferencing. If using an online platform, EPAOs must ensure appropriate measures are in place to prevent misrepresentation.

The apprentice will have 3 day(s) after completion of the project (the agreed project deadline as set out in the brief) to prepare and complete the presentation as part of the project submission.

The rationale for this assessment method is:

The presentation provides an opportunity for the apprentice to specify the knowledge, skills and behaviour required to make a puppet in response to the project brief. The presentation also allows the apprentice to evidence the skills needed to produce a full-scale puppet in cases where the apprentice has produced a small scale model or maquette for their project.

Delivery

The presentation will last for 15 minutes. The assessor has the discretion to increase the time of the presentation by up to 10% to allow the apprentice to complete their last point.

The independent assessor will ask a minimum of 5 questions at the end of the presentation. These will be open questions and questioning will last no more than 20 minutes in total. Questioning will be in addition to the presentation and the time specifically allocated to this.

The independent assessor will use the questions from a question bank supplied by the EPAO as a guide to tailor their own questions based on the presentation. They will use them to confirm their understanding of the presentation and how it demonstrates the relevant KSBs.

To deliver the presentation, the apprentice will have access to:

- PowerPoint
- flip chart
- work products
- videos
- interactive demonstrations
- notes
- computer
- the puppet that was produced as part of the project as well as the tools that were used to make it

The presentation will be conducted as follows:

- the independent assessor will make all grading decisions.

Venue

EPAOs must ensure that the presentation and questioning elements are conducted in a suitable controlled environment in any of the following:

- employer's premises
- other suitable venue selected by the EPAO (e.g. a training provider)

The venue should be a quiet room, free from distraction and external influence. If digital presentation methods are to be used e.g. powerpoint then the facilities to support this must be available.

Marking

The independent assessor will review and assess the project holistically together with the presentation (below) in a timely manner, as determined by the EPAO, and without extending the EPA unnecessarily. Similarly, all quality control processes will also be conducted in a timely manner, as determined by the EPAO.

Support material

EPAOs will produce the following material to support this assessment method:

- Outline of the assessment method's requirements
- Marking materials
- Question bank

Assessment Method 2: Professional Discussion (This Method has 1 component)

Overview

This assessment will take the form of a professional discussion, which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. It will involve the questions that will focus on problem-solving, coverage of prior learning or activity.

The professional discussion can take place in any of the following:

- employer's premises
- a suitable venue selected by the EPAO (e.g. a training provider's premises)

The rationale for this assessment method is:

The professional discussion will allow some KSBs which may not naturally be demonstrated within one, closely-defined project, to be assessed and the assessment of a disparate set of KSBs. A portfolio of evidence, collated whilst on-programme, can be referred to as part of the professional discussion to evidence what is being discussed.

Delivery

The independent assessors will conduct and assess the professional discussion.

The professional discussion must last for 90 minutes. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer. Further time may be granted for apprentices with appropriate needs, for example where signing services are required.

During this method, the independent assessor must combine questions from the EPAO's question bank and those generated by themselves.

The professional discussion will be conducted as set out here:

This method is to use open questioning (a minimum of 15 questions). The assessor should only use follow up questions where more detail is required for an answer.

The assessor is expected to help the apprentice feel comfortable and encourage an open two-way discussion rather delivering a question and answer session. The emphasis should be on the apprentice being given time to talk.

Video conferencing can be used to conduct the professional discussion, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided by a third party.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the professional discussion.

The independent assessor will make all grading decisions.

Venue

The professional discussion should take place in a quiet room, free from distractions and influence.

Other relevant information

A structured specification and question bank must be developed by EPAOs. The question bank must be of sufficient size to prevent predictability and review it regularly (and at least once a year) to ensure that it, and its content, are fit for purpose. The specifications, including questions relating to the underpinning knowledge, skills and behaviours, must be varied yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

Independent assessors must be developed and trained by the EPAO in the conduct of professional discussion and reaching consistent judgement.

Support material

EPAOs will produce the following material to support this assessment method:

- Structured specification
- Marking materials
- Question bank

Weighting of assessment methods

All assessment methods are weighted equally in their contribution to the overall EPA grade.

All EPA methods must be passed for the EPA to be passed overall.

In order to achieve a distinction, the apprentice must meet all the pass criteria and all the distinction criteria for both methods.

Grading

Assessment method 1: Project and Presentation

All pass criteria must be met to achieve a pass.

All pass and all distinction criteria must be met to achieve a distinction.

KSBs	Fail	Pass	Distinction
K4 K5 K6 K9 K10 S1 S4 S5 S6 S7 S10 S12 S18 S19 B5	Does not meet the pass criteria	<p>Creates and interprets technical specifications, drawings and other written and verbal instructions in line with the project brief (K10)</p> <p>States at least 3 different considerations for the materials used in puppet making appropriate to the environment and purpose of the puppet (K6, S18)</p> <p>Explains the PPE used and why (S12)</p> <p>Explains how materials and specific mechanics were selected to meet the design brief and budget requirements and which tools were used when making the puppet and why these were the most suitable option (K4, S6)</p> <p>Selects and uses the appropriate processes, techniques,</p>	<p>Critically reviews the puppet made and presents alternative ways of working that could be used to improve build quality. Presents innovative ways that could be used to advance a similar puppet's function (K10, S4)</p> <p>Critically reviews the puppet and presents ways in which cost savings could be applied to a similar puppet (K4)</p>

		<p>mechanisms and joints, materials, tools and equipment to design and build a puppet in line with the brief, explaining why these choices were most appropriate (K9, S5, S18)</p> <p>Follows the company's sustainability policy and procedures to minimise waste (K5)</p> <p>Makes puppet to agreed specification, choosing and using appropriate tools, materials, joints and methods (S1, S4, S7, S10, S18, S19)</p> <p>Specifically follows instructions set out in the brief (B5)</p>	
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Assessment method 2: Professional Discussion

All pass criteria must be met to achieve a pass.

All pass and all distinction criteria must be met to achieve a distinction.

KSBs	Fail	Pass	Distinction
K1 K2 K3 K7 K8 K11 K12 K13 K14	Does not meet the pass criteria	Demonstrates accurate knowledge of at least 3 different types of puppetry and associated historical contexts and cultures (K1, K2,)	Critically evaluates how and why materials will wear depending on the conditions that they are used in and how to reduce potential wear and tear (S8, S9, S15)

<p>S2 S3 S8 S9 S11 S13 S14 S15 S16 S17 S20</p> <p>B1 B2 B3 B4 B6 B7</p>		<p>Discusses the freelance role, how to tender for work and fulfil the briefs of commissioning organisations (K3)</p> <p>Discusses basic anatomy of humans and wildlife critical to the creation of puppets and how incorporating this knowledge supports the appropriate movement of puppets for their intended use (K8).</p> <p>Maintains the company's standards of health and safety for self and others; chooses, prepares and maintains materials, tools and equipment appropriately and safely; identifies and minimises hazards and risks in the working environment, safely stores puppets and can discuss basic methods of repair and restoration (K11, K12, K13, K14, S13, S14)</p> <p>Discusses the puppet making and modification process and how a puppet's design, selected materials and mechanics are selected for different environments and how these influence and support a puppet's desired performance ability, specifying how these might vary</p>	<p>Explain different puppet types and approaches to puppet making for 3 different performance environments. Explain why different types of puppets would be used in each environment and which specific materials and joints would be selected and why, to minimise risks to performers and audience members (K1, S11, B1)</p>
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		<p>depending on the type of puppet being used (K14, S2, S3, S5, S6, S8, S9, S11, S15)</p> <p>Identify different types of storage cases for puppets, what they might be built from and what influencing factors need to be considered when storing and transporting a puppet, providing an example of one built on programme and why it was fit for purpose (K7, S16)</p> <p>Articulate the different roles individuals might play within a puppet making team from the initial setting of a brief, through to the design and build of a puppet and the importance of working through a task list in priority order within agreed timeframes (S17, S20).</p> <p>Discuss the importance of working and learning as part of a team, acquiring new skills and knowledge and proactively applying this to support the overall work of the team (B1)</p> <p>Identify how to manage unexpected challenges in a calm way to ensure tasks can be completed on time and</p>	
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		to an agreed standard (B2, B3, B4, B6, B7).	
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Overall EPA grading

All EPA methods must be passed for the EPA to be passed overall. In order to achieve a distinction, the candidate must meet all the pass criteria and all the distinction criteria in both assessment methods.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

Project	Professional Discussion	Overall Grade
Fail	Fail	Fail
Fail	Pass	Fail
Pass	Fail	Fail
Distinction	Fail	Fail
Fail	Distinction	Fail
Pass	Pass	Pass
Distinction	Pass	Pass
Pass	Distinction	Pass
Distinction	Distinction	Distinction

Roles and responsibilities

Role	Responsibility
Apprentice	<ul style="list-style-type: none"> • participate in development opportunities to improve their knowledge, skills and behaviours as outlined in the standard • meet all gateway requirements when advised by the employer • understand the purpose and importance of EPA and undertake EPA
Employer	<ul style="list-style-type: none"> • support the apprentice to achieve the KSBs outlined in the standard to their best ability • determine when the apprentice is working at or above the level outlined in the standard and is ready for EPA • select the EPAO

	<ul style="list-style-type: none"> • confirm all EPA gateway requirements have been met • confirm arrangements with EPAO for the EPA (who, when, where) in a timely manner • ensure apprentice is well prepared for the EPA
EPAO	<p>As a minimum EPAOs should:</p> <ul style="list-style-type: none"> • understand the occupational role • appoint administrators/invigilators and markers to administer/invigilate and mark the EPA • provide training and CPD to the independent assessors they employ to undertake the EPA • provide adequate information, advice and guidance documentation to enable apprentices, employers and providers to prepare for the EPA • deliver the end-point assessment outlined in this EPA plan in a timely manner • prepare and provide all required material and resources required for delivery of the EPA in-line with best practices • use appropriate assessment-recording documentation to ensure a clear and auditable mechanism for providing assessment decision feedback to the apprentice • have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest • maintain robust internal quality assurance (IQA) procedures and processes, and conduct these on a regular basis • conform to the requirements of the nominated external quality assurance body • organise standardisation events and activities in accordance with this plan's IQA section • organise and conduct moderation of independent assessors' marking in accordance with this plan • have, and operate, an appeals process • arrange for certification with the relevant training provider • remain flexible as to where the EPA takes place
Independent assessor	<p>As a minimum an Independent assessor should:</p> <ul style="list-style-type: none"> • understand the standard and assessment plan • deliver the end-point assessment in-line with the EPA plan • comply to the IQA requirements of the EPAO • be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest • satisfy the criteria outlined in this EPA plan • hold or be working towards an independent assessor qualification e.g. A1 and have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading • have the capability to assess the apprentice at this level • attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section)

	<ul style="list-style-type: none"> • have a minimum of 5 years' experience working as a senior puppet maker (i.e. has experience of leading the puppet making process) and have worked in the industry within the last 3 years • maintain confidentiality of their own apprentices and those that they are assessing due to the likelihood that assessors will be well known within the puppet-making industry
Training provider	<p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> • work with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the standard and monitor their progress during the on-programme period • advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway <ul style="list-style-type: none"> • Plays no part in the EPA itself • provide tutors with sufficient expertise in puppet-making to provide the off-the-job training

Internal Quality Assurance (IQA)

Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPA organisations for this EPA must:

- appoint independent assessors who have knowledge of the following occupational areas: The assessor must have a minimum of 5 years' experience working as a senior puppet maker (i.e. has experience of leading the puppet making process) and have worked in the industry within the last 3 years. They should have expertise in the specific area of puppet making applicable to the apprentice they are assessing.
- appoint independent assessors who have recent relevant experience of the occupation/sector a senior puppet maker who has led the puppet making process either as part of a project or for an organisation gained in the last three years or significant experience of the occupation/sector.
- appoint independent assessors who are competent to deliver the end-point assessment
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time.
- operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this standard, before they deliver an updated assessment method for the first time and at least annually.

Re-sits and re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit or re-take any failed assessment methods only.

The timescales for a re-sit/re-take are agreed between the employer and EPAO. A re-sit is typically taken within 1 month of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 2 months of the EPA outcome notification.

All assessment methods must be taken within a 3 month period, otherwise the entire EPA will need to be re-sat/re-taken.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to distinction.

Where any assessment method has to be re-sat or re-taken, the apprentice may be awarded a maximum EPA grade of distinction.

Affordability

Affordability of the EPA will be aided by using at least some of the following practice:

- Using an employer's premises
- Project briefs should not mandate the production of a full-scale puppet (small scale working models, full scale models or working maquettes will all be accepted)

Professional body recognition

Professional body recognition is not relevant to this occupational apprenticeship.

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments for this apprenticeship standard. This should include how an apprentice qualifies for Reasonable Adjustment and what Reasonable Adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this assessment plan.

Mapping of knowledge, skills and behaviours (KSBs)

Assessment method 1: Project and Presentation

Knowledge
K4 Understand the costs associated with different materials, where they're sourced from and how these are selected to meet budget requirements
K5 Understand how to minimise waste when using materials to comply with the organisation's sustainability policy.
K6 Know which materials to use appropriate to the nature, purpose and frequency of the puppet's use such as paper, wood, papier mache, foam, wire, metal, rubber, acrylic and soft materials
K9 Understand the use of joints and mechanisms appropriate to a puppet's planned usage/purpose
K10 Understand the most appropriate design method(s) to use to best respond to the design brief which may include technical illustration, CAD and/or Virtual Reality design
Skills
S1 Build joints and mechanisms suitable for the type of puppetry and performance environment which may include leather hinge joints, wooden pin joints and plastic pipe joints
S4 Select and use the most appropriate materials for construction such as paper, wood, papier mache, foam, wire, metal, rubber, acrylic and/or soft materials for the puppet's desired use, weight, balance and desired longevity
S5 Undertake construction methods such as carving, foam patterning, mould casting, soft sculpture, seam-stressing, metalwork, assemblage, large scale construction, animatronics, paints and finishes, suitable to the type of puppetry.
S6 Apply relevant mechanics such as push pull cable and rod mechanisms, basic digital robotics, hydraulics, suitable to the type of puppetry.
S7 Use and maintain hand and machine tools appropriate to the type of puppet making, which may include pillar drills, hand drills, belt sanders, bandsaws, glue and air heat tools, hammers, pliers, grips and vices, knives and scalpels, files and abrasives, spanners, chisels, sewing machines
S10 Work to agreed briefs and/or designs by creating accurate technical drawings of puppets using graphic illustration techniques that are to scale, which may include the use of CAD design software such as Rhino or Fusion 360
S12 Select and use the most appropriate Personal Protective Equipment (PPE)
S18 Clearly present ideas and methods to aid the design and construction of puppets
S19 Stay focused on the task at hand to fulfil tasks within agreed timeframes
Behaviours
B5 Take and respond to instruction

Assessment method 2: Professional Discussion

Knowledge
K1 Understand the history of puppet making and performance including the contexts and cultures within which they have been used and how audiences engage and empathise with puppets, along with the different types of puppet used through the ages such as string puppets, glove puppets, shadow puppets and muppet-style puppets
K2 Have awareness of the types and scales of organisation that commission, use and/or apply puppetry
K3 Know how to operate as a freelance puppet maker which may include project management, utilising online platforms, networking
K7 Understand the importance of and variation in protective cases for the safe storage and transport of different puppets before, during and after a performance, prevent water damage, rodent and insect damage, environmental damage, and accidental damage during transport
K8 Understand basic anatomy and bio-mechanics such as skeletal structure, muscles, and tendons in humans and wildlife and how this influences a puppet's movement
K11 Understand basic health and safety requirements associated with the environments within which puppets are used such as outdoor settings, film and TV sets, Theatres and other indoor venues, which may include basic audience and staff safety and security, noise regulations, working at height, basic electrics and handling workshop equipment
K12 Show understanding in a range of basic repair and restoration methods that can help prolong the life of a puppet relevant to different materials e.g. wood, metal, acrylic
K13 Know how to safely and appropriately move and store puppets, relevant to their type, to minimise general wear and tear or long-term damage to them
K14 Understand the performance techniques and conditions associated with the either live or recorded productions, such as performing in front of a green screen, voice-overs, CGI, or hidden puppeteers
S2 Demonstrate the basic mechanics of puppetry such as the relationship/separation between puppeteer and puppet, focus, reaction, use of breath and expression to give life to an inanimate object
S3 Show how to hold and animate a puppet based on its type, such as rod, table top, bunraku, glove, shadow, muppet-style, large scale, and digital to ensure it is suitable for its intended purpose and environment
S8 Make costumes for puppets using appropriate methods that allow for necessary movement and withstand the frequency and environments within which the puppets are used, which may include costumes in fabric, plastic or hand painted attire directly applied to the puppet.

S9 Modify a puppets build to respond to design and/or environmental changes, such as changes in weather conditions, indoor lighting and heat, or a puppeteer's size, using tools and materials that are appropriate to the type of puppetry
S11 Build appropriate maquette and/or prototypes in line with the agreed project timeline to assess the puppet's suitability for the intended performance/environment
S13 Comply with Health and safety regulations including IOSH and COSHH
S14 Apply relevant H&S considerations to a puppet's build to prevent injury and aid safe, comfortable and efficient manipulation of the puppet by the puppeteer
S15 Select and use necessary building and finishing techniques and materials to ensure the puppet's appropriate resistance to damage caused by different conditions such as weather, heat and light, performance wear and tear, audience interaction and pest corrosion
S16 Build basic storage cases using materials such as wood, plastic or metal, to aid puppet preservation before, during and after performances to reduce damage/corrosion, including during transit
S17 Confidently work alongside and support others as part of a project or permanent team to ensure the successful completion of a brief
S20 Organise workload effectively to ensure time is used wisely and tasks are completed in agreed priority order

Behaviours
B1 Be pro-active about learning new techniques, ways of working and improving personal knowledge
B2 Work with colleagues to trouble shoot in a methodical way
B3 Respond constructively and maturely when things don't go as planned
B4 Remain calm under pressure
B6 Seek solutions to problems and takes advice from those with relevant expertise
B7 Friendly and approachable at all times and open to sharing learning